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ABSTRACT

Triton College's (Illinois) Faculty Recruitment Action Plan (FRAP) provides a detailed guide to hiring new faculty, focusing on the desired characteristics of new faculty; marketing and recruitment strategies; employment incentives; the application, interviewing, and selection process; new faculty orientation; a timeline for implementation; cost of plan implementation, and coordination of plan implementation. FRAP objectives include filling all vacancies on time; recruiting and hiring the best qualified candidates available; attracting among the newly hired faculty an ethnic, gender, and cultural diversity comparable to the student body; providing an adequate amount of time, funds, and human resources to achieve objectives; identifying a set of desirable attitudes and characteristics to be possessed by new faculty; maintaining a 90 percent retention rate among newly hired faculty after 5 years; and having a faculty which, as a group, has a set of certain defined desirable characteristics. Six appendixes provide information on faculty recruitment task force members, faculty duties, teaching portfolios, salary schedules, search procedure checklist, and a bibliography. (MDM)

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TRITON COLLEGE FACULTY RECRUITMENT ACTION PLAN (FRAP)

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August 1998
Prepared by the
Faculty Recruitment
Task Force

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INTRODUCTION

BACKGROUND

In 1988 the Commission on the Future of Community Colleges predicted that as many as 40 percent of the community college faculty in America would retire by the year 2000. Current projections within the state of Illinois corroborate the Commission's prediction. Many community colleges in the state, including Triton College, will experience much higher than normal faculty retirements during the next two years. Although not as high as 40 percent, approximately 26 percent or 46 of the Triton College faculty will retire in 1999 and an additional eight in the year 2000. Concern #2 of the 1994 NCA Report states, "There is a need for a manpower plan in regards to faculty replacement given expected retirements. In addition, attention needs to be given to increasing the diversity of faculty and staff."

It is therefore important that a plan be developed to effectively manage the smooth implementation of procedures for faculty replacement. The following chart indicates faculty positions resulting primarily from retirements that are to be filled in 1999 and 2000.

Faculty Positions to be Filled

<i>Calendar Year 1999</i>	<i># of Faculty</i>
Combination: Architecture & Engineering	1
Nursing	3
Chemistry	1

<i>Calendar Year 1999</i>	<i># of Faculty</i>
Combination: Computer Information Systems & Office Technology	1
Court Reporting	1
Engineering Technology	1
English	2
English/Journalism	1
History/Political Science	1
Combination: Marketing, Transportation & Logistics, Fashion Merchandising	1
Mathematics	3
Philosophy	1
Psychology	1
Radiology	1
Spanish & Another Language	1
Advisor	1
Librarian	1
Total	22

<i>Calendar Year 2000</i>	<i># of Faculty</i>
Advertising Art & Computer Design	1
Air Conditioning & Refrigeration	1
Early Childhood Education	1
Electronics	1
English	2
Geography	1
Machine Tool Technology	1
Total	8

* Source: V. P. Academic Affairs 5/25/98 memorandum

In May 28, 1998, the Vice President for Academic Affairs and Student Services, Patti Granados, met with Emmer Adams, Associate Vice President of Human Resources and Melvin Butts, Interim Dean of Business and Technology to request that they co-chair the Faculty Recruitment Task Force (FRTF). During the meeting Vice President Granados suggested that faculty members and others who had indicated interest in the project be invited to serve on the task force. (See Appendix A for member listing.)

PURPOSE

The purpose of the Faculty Recruitment Action Plan (FRAP) is to provide a detailed guide for hiring new faculty. The plan promulgates the desired characteristics of new faculty; marketing and recruitment strategies; employment incentives; the application, interviewing and selection process; new faculty orientation; a timeline for implementation; cost of plan implementation; and coordination of the plan implementation. The FRAP is intended to be a "how to" document which describes what is to be done, how, when, by whom, where, why and what the expenditure of resources will be. The plan is not intended to be set in concrete but rather a flexible and dynamic document that can be amended and improved as new information and revised companion plans and objectives emerge.

ASSUMPTIONS

Several assumptions are relevant to the faculty recruitment, selection and hiring plan.

These assumptions are:

1. Triton student demographics reflect a diversity that will persist and increase.

2. Instructional technology advancements and increased student technology preparation and expectations will necessitate hiring faculty capable of integrating technology into the teaching-learning process.
3. There will continue to be a significant proportion of students requiring supplemental academic preparation to achieve college-level academic readiness.
4. There will be substantial competition for the best qualified applicants.
5. There will be a shortage of highly qualified applicants.
6. There is a pool of highly qualified minority candidates that can be reached.
7. New faculty will be more productive and effective when they receive a good orientation upon arrival.

OBJECTIVES

The following is a delineation of the primary objectives to be accomplished by an effectively orchestrated, systematic faculty replacement process:

1. Fill all vacancies by August 1, 1999 and August 1, 2000 respectively.
2. Recruit and hire the best qualified candidates available.
3. Attract among the newly employed faculty an ethnic, gender and cultural diversity comparable to that existing within the Triton student body.
4. Provide an adequate amount of time, funds and human resources to achieve objectives within the time specified.
5. Identify a set of desirable attributes and characteristics to be possessed by new faculty.

6. Maintain 90 percent retention rate among newly employed faculty members after a period of five years.
7. Have a faculty in the next millennium which, as a composite, has a set of desirable characteristics.

ACTION PLAN DEVELOPMENT

Members of the FRTF volunteered to serve on one or more subcommittees. Each subcommittee was charged with developing a plan for accomplishing one of the several major tasks necessary during the faculty replacement process. Subcommittee plans were developed, refined and drafted into reports with the following titles:

New Faculty Characteristics

Marketing, Recruiting

Incentives

Screening, Interviewing, Selection Process

Orientation, Acculturation

Replacement Process Management

Timeline

Budget

These topical headings comprise the major sections discussed in this plan of action.

NEW FACULTY CHARACTERISTICS

GENERAL

It is anticipated that most of the new faculty hired in 1999 and the year 2000 will remain as Triton College faculty members for many years to come. Although many talented and dedicated faculty will retire during the next two years, hiring new faculty affords an excellent opportunity to enhance Triton's instructional base with teachers having special skills, talents, experiences and desirable attitudes.

Information in this section regarding desirable characteristics is intended for use by the various search committees whose charge it will be to interview, evaluate and recommend for selection replacement faculty. The characteristics recommended are not all inclusive, and they are supplemental to the faculty contract listing of instructor duties (see Appendix B) as well as other qualities determined appropriate by each search committee.

The Characteristics Subcommittee performed a review of the literature and also discussed those characteristics that are desirable given the uniqueness of Triton College and the particular needs of its students. The recommended characteristics are presented in the ensuing discussion.

DISCUSSION

New faculty members should be knowledgeable in their respective fields of study, have credentials and specific knowledge in those fields, and have teaching experience,

hopefully at the community college level. Moreover, teaching rather than research should be their primary interest.

Since Triton College has an open door policy for admitting students, new teachers should be student-centered and willing to assume roles as counselors/advisors and mentors to students. They should have a genuine desire and talent for interacting with students, especially those with diverse social and ethnic backgrounds and who possess varying academic abilities and skills. New faculty should be open in interactions with students, welcome input, and maintain a sense of humor and flexibility in their approach to teaching. In the classroom, they should be able to generate intellectual enthusiasm, setting high standards for their students while realizing that students will rise to the expectations of the teacher. It is important that they see the potential of each student.

New teachers should have well developed organizational skills, possess excellent communication skills, utilize different types of active learning techniques in the classroom, and have either experience in or an openness to learning how to utilize computer, multimedia, and Internet resources in their teaching and preparation.

New teachers should be open to continuous professional development. They should be willing to construct new curricula with a goal of improving Triton's course offerings, develop technology to improve their teaching methodology, collaborate with colleagues on special projects, and share any special talents they may have to further the professional growth

of others. Additionally, they should desire to participate in local, state, or national organizations related to their respective field of study or related to teaching.

Commitment to the institution should involve a desire to participate in the shared governance of the college by serving on department and college-wide committees. New faculty should also be involved beyond the classroom in working with students, groups and members of the community.

SEARCH COMMITTEE OPTIONS

How might new applicants for the teaching positions demonstrate the attributes previously discussed? Search committees might select some of the following options when interviewing new teachers to have a better understanding of the unique qualities and experience new teachers might bring to the college.

1. Some search committees may ask new teachers to demonstrate their teaching techniques by giving a presentation to students, current faculty members, and/or members of the search committee.
2. New teachers might be requested to bring a video demonstrating their teaching style or the techniques they utilize when interacting with students.
3. A questionnaire could be developed requesting input on selected personal or professional attributes of the applicants.
4. The presentation of Teaching Portfolios, including new curricula developed by the applicant, could be encouraged by the search committee (see Attached Table 6.1:

Teaching Portfolio Information, Source: Perlman, Recruiting Good College Faculty, page 75.) Copies are available in the Learning Resource Center. (See Appendix C)

- 5.) The search committee might send out the list of personal attributes we are looking for in new teachers and leave the response up to the applicants, asking them to respond in any way they feel appropriate to demonstrate their personal qualification and/or skills.
6. Candidates may submit evidence of scholastic accomplishments such as research endeavors or publications.
7. Candidates may describe their participation on committees in previous employment venues or furnish documentation related to community involvement. References might be solicited.

To ensure fairness and equity in the evaluation of candidates, search committees should give each applicant the same opportunity to provide the requested information or presentation. Search committees must also skillfully and thoughtfully craft interview questions that will permit an accurate assessment of the applicant regarding the desired characteristics discussed in this section.

FUTURE FACULTY COMPOSITE PROFILE

Needless to say, it is very challenging to project into the future and postulate with any assurance a set of desirable characteristics reflective of the entire faculty. However, an attempt is made herewith to offer guidelines for search committees given that the sizeable

replacement of faculty over the next two years will have such a dramatic impact on the nature and fabric of Triton College for many years. Accordingly, the following are some of the desirable qualities and characteristics of the future Triton faculty as a composite:

- ▶ Multi-cultural makeup reflecting a diverse representation of the student body and community.
- ▶ A large cadre of innovative instructors.
- ▶ A faculty accepting of roles as mentors and educational leaders.
- ▶ Willing participants in governance and extracurricular student activities.
- ▶ Involvement in faculty development activities, workshops, professional development days, grants procurement activities and other enriching experiences.
- ▶ A cohesive collegial faculty which blends new and existing faculty .
- ▶ A faculty focused on student learning
- ▶ A faculty possessing a vast repertoire of various teaching and learning styles.
- ▶ A faculty that is educated and highly trained in their various disciplines.
- ▶ A faculty that enjoys teaching.
- ▶ A faculty that remains current in their field and is committed to working outside of class for the continued vitality of their program.
- ▶ A faculty that employs various instructional methodologies including technology in their teaching and learning process.

MARKETING AND RECRUITING

GENERAL

There must be very effective marketing and recruiting strategies throughout the faculty replacement process because of the high demand for, but limited supply of, quality applicants.

Accordingly, several marketing scenarios are presented in this section for considered implementation. They include (1) paid advertisements; (2) press releases and public service announcements; (3) a brochure; (4) a promotional video; (5) radio and television spots; (6) Triton Web Site; (7) a job fair; (8) letters to adjunct faculty; (9) vacancy announcements to the Hispanic Association of Colleges and Universities, Historically Black Colleges and Universities (HBCUs) and (10) recruitment visits to HBCUs and post-secondary institutions with significant members of Latin American and African American graduate students.

DISCUSSION

Paid advertisements should be placed in newspapers such as the *Chicago Tribune*, the *Chronicle of Higher Education*, as well as ethnic and minority publications. Publication data regarding professional trade journals should be solicited from the appropriate teaching department. Moreover, ethnic and minority publications information should be obtained from minority professional and trade associations. We then recommend targeting specific openings in those related trade journals such as *Spectrum* for the nursing program and the

American Librarian. Ads should include a deadline for applications and reference Triton's Website for more information. This traditional form of advertising for open positions will reach those individuals actively seeking positions.

Timeframe: On-going as positions open.

Budget Allocation: \$20,000-\$25,000

Responsibility for Implementation: Human Resources

A series of **press releases and public service announcements (PSAs)** should be produced in conjunction with the paid advertisements. The releases and PSAs should be distributed to Chicagoland radio and television stations and to the local papers including *Pioneer Press*, *Lerner Times*, *Wednesday Journal*, *Suburban Life Citizen*, *Press Publications*, *Landmark*, *Forest Park Review*, as well as the *Chicago Tribune* and *Chicago Sun-Times*. Business publications such as *Crain's Chicago Business*, ethnic and minority newspapers also should be included on the list.

This form of advertising will reach qualified applicants that may not be actively seeking a new position. This also will keep the community informed of Triton's efforts to provide its students with top quality instruction.

Timeframe: Ongoing

Budget Allocation: None. The Marketing Department produces and distributes press releases and PSAs at no charge.

Responsibility for Implementation: Marketing Department in coordination with Human Resources

The Committee recommends producing a **video** highlighting Triton College to be sent to interested applicants. The video will allow potential faculty to get a first-hand look at the campus and gain a better understanding of the programs and services Triton offers the community. The Marketing Department recently developed a Triton video which they will adapt for this purpose.

Timeframe: January/February, 1999

Budget Allocation: \$1,200. The Marketing Department does not charge for the production of the video. This cost covers the tape duplication charge.

Responsibility for Implementation: Marketing Department in conjunction with Human Resources.

Announcements will run continuously on **TCTV** and **WRRG**. TCTV is Triton's cable station that reaches 600,000 homes. WRRG, 88.9 on the FM dial, is a 100 watt radio station.

Timeframe: Ongoing

Budget Allocation: None. TCTV and WRRG are part of the Marketing Department which does not charge for these services.

Responsibility for Implementation: Marketing Department in conjunction with Human Resources.

Information about the job openings, the marketing brochure and an e-mail address for applicants to receive more information will be included on Triton's Web site, appropriate list serves and Web sites of organizations that serve perspective candidates.

Timeframe: Ongoing

Budget Allocation: None. There is no charge for inclusion on the Web site.

Responsibility for Implementation: Information Systems in conjunction with Human Resources

The committee recommends holding a **job fair** on Triton's campus. The fair could be in conjunction with other community colleges; however, we may want to host the job fair alone because we will be in competition with other institutions. We recommend holding the fair on a Saturday in the College Center. All departments should be represented. Campus tours could be available. Child care services could be provided. Participants could receive a pass to attend a show that day at the Cernan Space Center.

We recommend providing light refreshments at the event perhaps provided by the HIA program. This fair could take place in October or November.

The production of an event such as this requires a great deal of effort. We suggest either hiring an experienced consultant or developing a committee of key Triton personnel to produce the fair. The Triton committee could consist of representatives from Hospitality, the Business Office, Maintenance, Marketing, Student Services, Arts & Sciences, Business & Technology and Health/Public Service areas.

The Marketing Department should be actively involved in the promotion of this event.

Timeframe: October or November, 1998

Budget Allocation: \$5,000

Responsibility for Implementation: To be determined.

The committee recommends sending letters to adjunct faculty members to inform them of available positions. Some of these letters could be distributed via inter-office mail to save on postage.

Timeframe: Ongoing as positions become available.

Budget Allocation: \$100 (not including personnel costs)

Responsibility for Implementation: Human Resources

Vacancy announcements should be mailed to all Historically Black Colleges and Universities and other institutions with significant numbers of minority graduate students in the required disciplines.

Timeframe: Ongoing

Budget Allocation: \$100

Responsibility for Implementation: Human Resources

Recruitment visits to Historically Black Colleges and Universities and other institutions with significant numbers of minority graduate students in the required disciplines.

Timeframe: October, 1998 - June, 1999

Budget Allocation: \$5,000

Responsibility for Implementation: Human Resources

Advertisements in professional publications in the disciplines where candidates are sought.

Timeframe: Ongoing

Budget Allocation: \$1,000

Responsibility for Implementation: Human Resources

INCENTIVES

GENERAL

In evaluating those factors which would encourage someone to consider a teaching position at Triton College, it seems that there are essentially two categories of incentives. One group of incentives would be those that are contractual and are part of the Negotiated Agreement between the Board and the Faculty Association, such as professional compensation, faculty benefits and conditions of employment.

The other group of incentives is not contractual but, in many respects, just as important and could be as straightforward as publicizing that the College is fifteen minutes from O'Hare Airport and is easily accessible by public transportation. Other intangibles would include factors such as a current faculty member's job satisfaction related to how rewarding it feels to work with truly gifted, caring and supportive colleagues.

DISCUSSION

The first group of incentives is well-defined, in writing, and easily conveyed to a prospective faculty member. Key features of these incentives should be included in marketing and recruiting literature, materials and media. However, the cumulative effects of non-contractual intangibles can be considerable, impressive and attractive enough to prospective faculty members to attract them for employment. Therefore, these factors should be integral to promotional materials and communicated to Triton personnel

including search committee members who may have occasion to converse with prospective faculty.

Regarding initial salary, as stated in the negotiated agreement, "...placement will be on the appropriate column and step within the structure of the salary schedule contained in this Agreement." **But importantly, the agreement has provisions for higher starting salaries for qualified candidates.** It states, "Placement at a higher level than the first step must be based on written evidence of teaching and/or related work experience of the quality and duration to justify the placement and must be agreed on by the Vice President, Dean, and Director of Human Resources." **This provision should be used to justify the initial salary of every selectee** who meets the contractual conditions. In so doing, within the terms of the Negotiated Agreement, Triton will be as salary-competitive as possible for the very best candidates available.

CONTRACTUAL INCENTIVES:

1. A salary schedule (Appendix D) that consists of four columns based on educational level and a series of steps or annual increments. For the 1999-2000 school year, the beginning base salary ranges from \$29,196 (step 1, column 1) to \$38,849 (step 1, column 4).

Additionally, the salary range is based on an annual teaching load of 30 LHE (lecture hour equivalents) or 15 LHE per Fall and Spring semesters.

Other salary incentives are:

- a. A beginning overload pay rate for up to 6 additional LHE per semester ranges from \$459 to \$501 per LHE.
- b. A starting summer school pay rate per LHE ranges from \$385 to \$501. Full-time faculty can teach up to 15 LHE in the three summer sessions, but they are not required to teach any courses if they so choose.

A summarizing example would be that for the 1999-2000 school year, a beginning instructor could start at step 1 of column 2 (Masters + 30 hours), teach 18 LHE in both the Fall and Spring semesters and could teach 6 LHE in a summer 8 week term, for a gross salary of \$37,903.

2. Teaching Load (per semester)

- a. Base Load - 15 LHE (except Rhetoric)
- b. Maximum Load - 21 LHE (24 LHE for Career Programs)

3. Class Size

- a. Determined by chairperson/coordinator and dean.
- b. Most classes do not exceed range of 20-24 students.

4. Faculty Benefits

- a. 20 sick days per year
- b. 3 personal business days per year

- c. Parental, bereavement, military leave
- d. Leave of absence
- e. Tuition waiver for Triton classes
- f. Minimal fee for family enrollment in Triton classes
- g. Tuition reimbursement for graduate level courses
- h. Comprehensive health insurance plan
- i. Life insurance
- j. 156 work days per college year
- k. State University Retirement System Pension Plan
- l. Tax sheltered annuity plans
- m. Remuneration for extra-duty assignments
- n. Paid sabbatical leave
- o. Reimbursement for travel, professional dues and memberships

NON-CONTRACTUAL INCENTIVES

- 1. Accessibility
 - a. to O'Hare Airport
 - b. by public transportation
 - c. close proximity to downtown Chicago
- 2. Clean, safe, working environment.
- 3. Excellent academic support services, including library services, learning assistance center and advanced technology center.

4. Kindergarten and day care/early childhood development facility.
5. Active and supportive faculty association.
6. Significant faculty representation and input on committees, academic senate, decisions on curriculum and budget, hiring and working conditions.
7. Collegial atmosphere where all employee groups and the Board of Trustees work together to provide a first-rate academic experience for students in concert with other quality educational and cultural opportunities for the Triton district.
8. Excellent facilities, including well-equipped laboratories, "smart" classrooms with the latest in information and educational technology, and a state-of-the-art fitness center.
9. Assistance in helping new faculty relocate to the Chicago area or Triton district and find suitable housing.
10. Mentoring by full-time faculty teaching in the area and support by other faculty and staff to assist new faculty in adjusting to the Triton work environment.
11. A faculty and staff that is comprised of individuals who bring to Triton a wealth of varied interests, skills and experiences that enrich the Triton experience for students and for all employees.
12. New, state-of-the-art library facility to be completed within 2000 fiscal year.
13. Partnerships with local community high schools and various other organizations.
14. Opportunity to teach in continuing education (special interest/hobby).
15. Training opportunities in the computer area for faculty and staff.

16. Active Small Business Association and Employee Development Institute.
17. Travel expenses of up to \$500 for out of town finalist interviewees.

SCREENING, INTERVIEWING, SELECTION PROCESS

GENERAL

The Triton Faculty Negotiated Agreement identifies the Department of Human Resources as having the responsibility for posting and advertising all position vacancies. The agreement also stipulates that Human Resources is responsible for receiving applications and forwarding the documents of qualified applicants to the appropriate dean and department chairperson or program coordinator. It is anticipated that there will be an inordinately large number of faculty vacancy announcements and applications to be processed by Human Resources over the next twenty-four months.

SEARCH COMMITTEES

As previously indicated, during calendar years 1999 and 2000, Triton will advertise for and hire twenty-two and eight new faculty respectively. In FY 1999, it will be necessary to form seventeen candidates search committees which will recommend new faculty hires. The English, Mathematics and Nursing search committees can interview and select teachers for more than one position. The specific number of search committees by major area are displayed in the next chart.

Number Of Faculty Search Committees

Major Area	FY 1999	FY 2000
Arts & Sciences	8	3
Business & Technology	5	3
Health Careers & Nursing	2	1
Librarian	1	
Advisor	1	
Total Committees	17	7

The specific numbers of search committees to replace faculty for particular departments are indicated in the following chart.

Search Committees By Department

Department	Year 1999 Number of Search Committees	Year 2000 Number of Search Committees
Chemistry	1	
English	1 (2)	1 (2)
Journalism	1	
Spanish, etc.	1	
Mathematics	1 (3)	
Philosophy	1	
Psychology	1	
History/Political Science	1	
Geography		1
Advertising Art, etc.		1
Air Conditioning & Refrig.		1
Electronics		1
Machine Tool		1
Architecture/Engineering	1	
Engineer Design Drafting	1	
Computer Info. Systems/Office Tech.	1	
Marketing/Transportation/ Fashion Merchandising	1	
Court Reporting	1	
Early Childhood		1
Nursing	1 (3)	
Radiology	1	
Librarian	1	
Advisor	1	
Total Committees	17	7

() indicates number of vacancies to be filled.

HUMAN RESOURCES

The necessary vacancy announcements will be prepared and distributed by Human Resources during the period October through December of 1998 and 1999. (See Timelines, pages 37-39) An early start of these events would be prudent because of the anticipated heavy competition for the limited supply of outstanding applicants. It is anticipated that Human Resources will begin receiving vitae packages almost immediately. Concomitantly, the department will continue processing the normal hiring actions for all other Triton personnel categories. It is the opinion of the FRTF that Human Resources will require additional staff during these periods. The staff will require minimally one additional thirty or forty hour per week employee from October 1998 through August 1999 to handle increased responsibilities.

A smooth system for processing vitae and application documents is essential to the overall success of the faculty hiring process. Therefore, Triton must maintain cordial but timely communications with applicants to keep them informed of their status in the process. Otherwise, the best candidates are likely to become annoyed, disenchanted and unimpressed with the college resulting in their withdrawing from consideration and accepting a position at another institution.

INTERVIEWING SELECTION

The appropriate dean, department chairperson or program coordinator and members of the department will receive application documents from Human Resources. They will form the search committee to review the documents, develop questions, develop evaluation criteria and develop a scoring system, interview candidates and recommend to the Vice President for Academic Affairs and Student Services the hiring of all instructors for the department. Special efforts should be made to ensure that committee memberships include members of protected classes, particularly women and people of color. Members of search committees may refer to the Faculty Characteristics section (see page 7) of this action plan for guidance concerning desirable characteristics of new faculty.

Appendix E contains a copy of the "Triton College Search Procedure Checklist for Faculty Positions." **It is important that search committees follow this document to the letter.** Each member of every search committee should be briefed on the contents of this publication with particular attention given to lawful and unlawful questions. It is recommended that each committee member be given a copy of Appendix E before interviews begin.

It would be cost prohibitive for the college to pay for the travel of every out of town interviewee. However, it is recommended that Triton be prepared to offer travel

reimbursement of up to \$500 to each of the three finalists for each of the twenty-two positions in FY 1999 and eight in FY 2000.

NOMINATION APPROVALS

Search committee chairpersons and their dean should endeavor to have the committee complete its proceedings as expeditiously as possible. This will permit the recommendation to go forward to the senior administration and before the Board of Trustees for final approval. The forwarding and approval process may take from two to five weeks depending on when the recommendation is made. There will be increased hiring activity nationwide from fall semester 1998 until mid-year 2000. Job seekers often accept one of their first job offers; therefore, in order to maximize the probability of landing top faculty candidates, it would be prudent to consider expediting approvals by the use of telephone polling during implementation of this plan of action.

INCREASING FACULTY DIVERSITY

Concern # 2 of the 1994 NCA Report identifies the need to increase the diversity of the Triton College faculty. Accordingly, the Vice President for Academic Affairs and Student Services, requested that increasing the percentage of minority representation of the faculty would be one of the objectives of the FRAP. Currently, there are significant disparities between the percentage of minority students at Triton and the percentage of Triton minority faculty as well as between the percentage of minority students attending Triton district public high schools and the percentage of Triton minority faculty.

As shown in the next chart, in 1996, 50.2 percent of the district public school students and 34.7 percent of Triton students were minority. Comparatively, in 1996 the Triton minority faculty representation was only 9.5 percent.

1996 Minority Representation

	Percentage of Triton Faculty	Percentage of Triton Students	Percentage of Triton District Public High Schools
Asian	1.7	3.7	3.0
African American	7.2	16.4	31.5
Latin American	.6	14.3	15.6
Native American / Other	.0	.3	.1
Total Minorities	9.5	34.7	50.2
White	90.5	65.3	49.8

Source: 1998 Triton College Profile

Importantly, since 1989 the percentage of Triton minority students increased by 27 percent. Over the same period, the percentage of minority students in the Triton District Public High Schools increased by 31 percent. During the past nine years, full-time faculty minority representation experienced little change at Triton College. However, the large number of new faculty that will be hired in 1999 and 2000 provides an excellent opportunity to increase faculty diversity by significantly increasing the percentage of minority and women faculty.

It is assumed that there will be a pool of highly qualified minority candidates available for the vacant faculty positions. These persons probably will be in high demand. The greater the number of minority applications received in response to a specific Triton vacancy announcement, the greater the likelihood that a minority person will be evaluated as best qualified for selection.

Therefore, emphasis should be placed on widening the search and getting the word to as many potential minority faculty members as possible. Strategies should be predicated on this premise. Several approaches are suggested. (1) Research to identify minority trade and professional association publications in the disciplines concerned; (2) advertise at minority post-secondary institutions and institutions with large minority graduate student components; (3) visit several Historically Black Colleges and Universities and institutions with a large minority graduate student component; (4) make contact with major local and national minority organizations such as the Hispanic Alliance for Career Enhancement (HACE), the National Council of La Raza and the Urban League to solicit advice on how to inform minorities of faculty employment opportunities; (5) solicit nominations from present and former Triton staff and faculty; (6) ensure that search committee members understand the objective of increasing the number of minority faculty, **not to give preference but rather to assure the fair evaluation of qualified minority candidates**; (7) include the objective of increasing faculty diversity as a goal in the Triton College Strategic Plan; and (8) send vacancy announcements to persons who have previously applied to Triton and whose names are on file in Human Resources.

Gender diversity should also be given priority consideration by the search committees. Although there is a gender disparity among the full-time faculty at Triton, it is not as wide as ethnicity differences. However, it should be addressed as new faculty are hired in 1999 and 2000. In 1996, 58 percent of the full-time faculty were male and 42 percent were female while the student rates were nearly the reverse at 44 percent male and 56 percent female.

NEW FACULTY ORIENTATION AND ACCULTURATION

GENERAL

Triton College is in a major transitional period. In order that new faculty are successfully integrated into the college, a formal orientation and acculturation plan should be developed. This will support their becoming the best possible teachers for the students at Triton, and it should positively impact retention of new faculty. It is anticipated that many of these faculty will remain with the college for many years, thus the orientation and acculturation plan will be just the initial preparation for these new teachers. The process of orientation and acculturation will be ongoing and will extend, albeit less formally, for several years to come.

DISCUSSION

Ideas concerning an orientation were recently solicited from several full-time faculty who were hired during the 1997-98 school year. Their comments are recorded below:

- Help is needed to become oriented to the Chicagoland area as well as to the River Grove community (doctors, realtors, etc.).
- Mentoring is needed, from not only those within the department, but campus-wide. "What if a faculty member has a problem that he/she doesn't want his/her colleagues in the department to be privy to?"
- General campus information. "How do you or your children register for classes?" "Need a short seminar on insurance information." "I didn't even know where to go to pick up my check."
- At New Faculty Orientation, have administrators, department chairs and faculty sit with new faculty. This would have helped them to become more familiar with these individuals and their positions early on.
- More social activities/opportunities to meet and interact with people on campus.

ORIENTATION TOPICS:

1. A strong recommendation is to design a course for new faculty which would cover some of the following suggested topics:
 - a. Assessment of learning
 - b. Incorporating technology in the classroom

- c. Coordinating Library with classroom work
- d. Community college history
- e. Cooperative learning and other teaching strategies/methodologies
- f. Secretary's Commission on Assessment of Necessary Skills (SCANS)
- g. Evaluation of non-tenured faculty
- h. Faculty Association
- i. Writing Across the Curriculum
- j. Student Support Services
- k. Developing syllabi
- l. NCA, Research & Development, Curriculum Coordinating Committee
- m. Committee Work
- n. Departmental handbooks
- o. Management Information Systems (RALPH)
- p. Administrative support

Follow-up workshops should be planned, as needed. Professional Growth Units (PGUs) should be granted to the participating faculty. Flexibility should be used in implementing the course because of the variety of teaching schedules.

The timeline for the course would be over a ten-month period, starting in September 1998 and 1999 and ending in May 1999 and 2000. Expected total time to address suggested topics is twenty hours. More than one section of the course likely will need to be offered.

Workshop leaders for the new faculty course/workshops would be paid \$50 per hour as specified by the Human Resources policy.

Total Cost: \$2,000-\$3,000 for 2 or 3 workshop leaders

2. Mentoring program - full-time faculty in the department, if possible, should provide guidance to the new faculty in their first year. Mentors would be paid \$200 per semester. The mentoring would be similar to that done in the adjunct mentoring program, except mentoring of full-time faculty would be in more depth with frequent evaluation/feedback, scheduled mentor/new faculty meetings, and mentor contact hours. The dean (or equivalent) of a particular department will recommend the names of mentors to the Vice President for Academic Affairs and Student Services. The mentoring job description needs to be developed with consideration given to differences in programs.

Total Cost: \$12,000 per year for 30 mentors over a two year period.

3. Suggested reading list of "best" practice in teaching and learning should be developed for the new faculty.
4. The Senate Professional Development Committee should be responsible for development, implementation, and monitoring the plan.
5. The orientation program should be evaluated at intervals throughout its implementation.

6. A questionnaire should be developed and sent to every full-time faculty member requesting suggestions of topics to be included with the orientation.
7. Opportunities for informal interaction (picnics, outings, and other social activities)

FACULTY RECRUITMENT ACTION PLAN (FRAP)

EXECUTION MANAGEMENT

1. General

Execution of the FRAP should be coordinated and monitored by a two person team appointed by the V. P. for Academic Affairs and Student Services. The team should consist of two administrators both of whom report directly to the Vice President for Academic Affairs and Student Services for this particular functional responsibility. There should also be one designated person responsible for each FRAP major event to be accomplished as shown on pages 37-39.

2. Team Responsibilities

- a. Provide periodic reports (verbal and/or written) to the V. P. for Academic Affairs and Student Services regarding progress of the Action Plan.
- b. Coordinate directly with the responsible person for major events to monitor progress and identify any problem areas.
- c. Conduct periodic coordination meetings with persons responsible for each major FRAP event.
- d. Monitor FRAP spending.

- e. Make recommendations as necessary to the V. P. for Academic Affairs and Student Services.
- f. Provide a final written after-action report to the V. P. for Academic Affairs and Student Services upon completion of FRAP activities but not later than August 31, 1999 and August 31, 2000.

3. Term of Service

The Coordination Team should be appointed and commence working by September 1, 1998 and September 1, 1999; its responsibilities would end upon completion of hiring in September, 1999 and 2000 respectively.

FACULTY RECRUITMENT ACTION TIMELINE

EVENT	1998				
	August	September	October	November	December
1. FRAP submitted to V P					
2. FRAP management team appointed		-			
3. Appoint Job Fair Committee		-			
4. Newspaper ads placed					
5. Radio, TV press releases of public service announcements					
6. Produce Triton video					
7. TV ads					
8. Place vacancy announcements on Triton's website					
9. Hold Job Fair					
10. Form 8 Arts & Science Search Committee					
11. Form 5 Bus & Tech Search Committee					
12. Form 2 Nursing Related Search Committee					
13. Form 1 Librarian Search Committee					
14. Form 1 Advisor Search Committee					
15. Letters to adjuncts					
16. Hire Human Resource FRAP clerical					
17.					
18. Vacancy announcements to HBCUs					
19. Recruitment visits to HBCUs					
20. Solicit minority nominations from current and former Triton employees					
21. Interview, hire Arts & Science faculty					
22. Interview, hire Bus & Tech faculty					
23. Interview, hire Nursing Faculty					
24. Interview, hire advisor					
25. Interview, hire librarian					
26. FRAP progress monitoring					
27. Send announcement letters to persons on file in Human Resources					
28. Request Academic Senate Plan execute orientation, acculturation Program					
29. Questionnaire to faculty for orientation & acculturation ideas					
30. Conduct new faculty orientation & acculturation					
31. Board approval of funds for FRAP					
32. Brief search committee members or FRAP and faculty diversity objective					
33. Mentor assigned to each new faculty					
34. Board approval of each faculty					

EVENT	FACULTY RECRUITMENT ACTION PLAN TIMELINE											
	1999											
	Jan.	Feb.	Mar.	Apr.	May	Jun	July	Aug.	Sept.	Oct.	Nov	Dec.
1. FRAP submitted												
2. FRAP management team appointed									—			
3. Appoint Job Fair Committee												
4. Newspaper ads placed												
5. Radio, TV press releases of public service announcements												
6. Produce Triton video												
7. TV ads												
8. Place vacancy announcements on Triton's website												
9. Hold Job Fair												
10. Form Arts & Science Search Committee										—		
11. Form Bus & Tech Search Committee										—		
12. Form Nursing Related Search Committee										—		
13. Form 1 Librarian Search Committee												
14. Form 1 Advisor Search Committee												
15. Letters to adjuncts											—	
16. Hire Human Resource FRAP clerical										—		
17.												
18. Vacancy announcements to HBCUs											—	
19. Recruitment visits to HBCUs												
20. Solicit minority nominations from current and former Triton employees										—		
21. Interview, hire Arts & Science faculty											—	
22. Interview, hire Bus & Tech faculty											—	
23. Interview, hire Nursing Faculty											—	
24. Interview, hire advisor												
25. Interview, hire librarian												
26. FRAP progress monitoring												
27. Send announcement letters to persons on file in Human Resources										—		
28. Request Academic Senate Plan execute orientation, acculturation Program												
29. Questionnaire to faculty for orientation & acculturation ideas												
30. Conduct new faculty orientation & acculturation												
31. Board approval of funds for FRAP					—							
32. Brief search committee members or FRAP and faculty diversity objective										—		
33. Mentor assigned to each new faculty												
34. Board approval of each faculty												

		FACULTY RECRUITMENT ACTION PLAN TIMELINE											
		2000											
EVENT		Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
1.	FRAP submitted												
2.	FRAP management team appointed												
3.	Appoint Job Fair Committee												
4.	Newspaper ads placed												
5.	Radio, TV press releases of public service announcements												
6.	Produce Triton video												
7.	TV ads												
8.	Place vacancy announcements on Triton's website												
9.	Hold Job Fair												
10.	Form 8 Arts & Science Search Committee												
11.	Form 5 Bus & Tech Search Committee												
12.	Form 2 Nursing Related Search Committee												
13.	Form 1 Librarian Search Committee												
14.	Form 1 Advisor Search Committee												
15.	Letters to adjuncts												
16.	Hire Human Resource FRAP clerical												
17.													
18.	Vacancy announcements to HBCUs												
19.	Recruitment visits to HBCUs												
20.	Solicit minority nominations from current and former Triton employees												
21.	Interview, hire Arts & Science faculty												
22.	Interview, hire Bus & Tech faculty												
23.	Interview, hire Nursing Faculty												
24.	Interview, hire advisor												
25.	Interview, hire librarian												
26.	FRAP progress monitoring												
27.	Send announcement letters to persons on file in Human Resources												
28.	Request Academic Senate Plan execute orientation, acculturation Program												
29.	Questionnaire to faculty for orientation & acculturation ideas												
30.	Conduct new faculty orientation & acculturation												
31.	Board approval of funds for FRAP												
32.	Brief search committee members or FRAP and faculty diversity objective												
33.	Mentor assigned to each new faculty												
34.	Board approval of each faculty												

**FACULTY RECRUITMENT
PLAN OF ACTION
BUDGET**

DESCRIPTION	FY 1999	FY 2000
Paid advertisements	\$23,000	\$ 5,000
Video production	\$ 5,000	-
Letters to adjuncts	\$ 100	\$ 100
Vacancy announcements to HBCUs etc.	\$ 100	\$ 100
Visits to HBCUs	\$ 5,000	\$ 1,000
Human Resources staff augmentation	\$20,000	\$ 5,000
Finalists Interview Travel Expenses	\$22,500*	\$8,000
Orientation Workshops	\$ 3,000	\$ 1,500
Mentors	\$ 8,800	\$ 3,200
TOTAL	\$87,500	\$23,900

*Based upon 2 or 3 finalists from out of town.

APPENDICES

FACULTY RECRUITMENT TASK FORCE MEMBERS

Timeline Committee:

Emmer Adams
Melvin Butts

Employment Incentives Committee:

Al Wade
Brad Wooten

Marketing, Recruitment Committee:

Cheryl Antonich
Tammy Basile
Sylvia Solorzano

Orientation, Acculturation Committee:

Mellyne Dickason
Joan Libner
Jack Scanlon

Screening, Interviewing, Selection Committee:

Emmer Adams
Marie Caronti
Doug Lazo

New Faculty Characteristics Committee:

Bob Anthony
Molly Breen
Kay Langston

FRAP Implementation Coordination Committee:

Cheryl Antonich
Melvin Butts

Consultant Editors:

Maggie Hahn-Wade
Lee McGinnis
Nancy McNerney
Rich Zoladz

A-1

Appendix A

JOB DESCRIPTIONS

DUTIES OF THE INSTRUCTOR

Directly responsible to the Department Chairperson or appropriate administrator.

1. Instructs students in the facts, skills, and appreciations pertaining to the assigned courses.
2. Considers the general and special needs of the students, assists them in meeting their problems, and when necessary, seeks additional help from other college services.
3. Informs students of educational and occupational opportunities.
4. Observes schedule as approved by the department chairperson/ program coordinator and appropriate administrator.
5. Cooperates with the department chairperson/program coordinator, department members, and the appropriate administrators in the development of the curriculum, in the preparation and update of course syllabi, course outlines, and the selection of textbooks.
6. Recommends library books and other instructional materials.
7. Assists in the organization and meetings of advisory committees where applicable.
8. Consults with department chairperson/coordinator on matters pertaining to departmental problems; observes proper channels of communications.
9. When needed, maintains an inventory of assigned equipment and supplies.
10. Submits midterm and final grade reports, deficiency notices, attendance records, and any other reports pertaining to the assigned course.
11. Participates in the formation of policies and regulations and assists in enforcing the regulations. Informs department chairperson/program coordinator in writing of any pending problem that might have a detrimental effect on the college.
12. Participates in faculty and professional organizations.
13. Attends scheduled monthly departmental/program meetings when there is no conflict with a professional responsibility.
14. Distributes to all students each term a course outline which covers the class requirements, grading procedure, attendance requirements, and objectives the instructor feels are appropriate.

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TEACHING PORTFOLIO INFORMATION

1. Candidate Statement on Teaching
 - Philosophy
 - Strategies
 - Goals
 - Rewards
2. Depth, Breadth, and Expertise in Teaching
 - Specialty area and courses a candidate could teach in this area
 - Breadth, other areas and courses a candidate feels prepared to teach
 - Self-Evaluation
3. Teacher Preparation and Experience
 - Past Teaching including Teaching Assistant experience
 - Information and Observations on courses taught
 - Teaching Innovations
 - Self-Evaluation
4. Instructional Materials and Feedback
 - Course Syllabi, Reading or Repertoire Lists From Courses Taught
 - Student Evaluations/Opinion Data
 - Peer Evaluations of Teaching
 - Examinations and Assignments
 - Teaching Technology and Equipment Needed
 - Work With Students Outside the Classroom or Studio
 - Outcomes of Teaching (e.g., student posters, papers, recitals)
 - Teaching Across the Curriculum
 - Awards/Recognition
 - Videotape of Teaching or Artistic Performance, Presentation of Art Work
 - Self-Evaluation
5. Development as a Teacher
 - Reading
 - Other Evidence of Development
 - Self-Statement

Appendix C

C-1

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Fall 97					
Percent Increase					
Step	MA	MA+30	MA+60	PH.D.	
1 S	26,993 S	29,962 S	33,258 S	35,918	
2 S	28,343 S	31,460 S	34,921 S	37,715	
3 S	29,760 S	33,034 S	36,667 S	39,601	
4 S	31,248 S	34,685 S	38,501 S	41,580	
5 S	32,810 S	36,420 S	40,426 S	43,659	
6 S	34,451 S	38,241 S	42,447 S	45,842	
7 S	36,173 S	40,152 S	44,569 S	48,134	
8 S	37,982 S	42,161 S	46,798 S	50,542	
9 S	39,881 S	44,268 S	49,138 S	53,069	
10 S	41,876 S	46,482 S	51,594 S	55,722	
11 S	44,178 S	49,038 S	54,433 S	58,787	
12 S	46,829 S	51,980 S	57,698 S	62,314	
13 S	49,826 S	55,307 S	61,391 S	66,302	
14 S	52,069 S	57,796 S	64,153 S	69,286	
15 S	53,553 S	59,443 S	65,982 S	71,260	
16 S	55,179 S	61,249 S	67,986 S	73,425	
17 S	57,496 S	63,822 S	70,842 S	76,509	
Spring 1998					
Half Step					
Step	MA	MA+30	MA+60	PH.D.	
1.00 S	26,993 S	29,962 S	33,258 S	35,918	
1.50 S	27,668 S	30,711 S	34,090 S	36,817	
2.50 S	29,051 S	32,247 S	35,794 S	38,658	
3.50 S	30,504 S	33,859 S	37,584 S	40,591	
4.50 S	32,029 S	35,552 S	39,463 S	42,620	
5.50 S	33,630 S	37,330 S	41,436 S	44,751	
6.50 S	35,312 S	39,197 S	43,508 S	46,988	
7.50 S	37,078 S	41,156 S	45,684 S	49,338	
8.50 S	38,931 S	43,214 S	47,968 S	51,806	
9.50 S	40,878 S	45,375 S	50,366 S	54,396	
10.50 S	43,027 S	47,760 S	53,013 S	57,255	
11.50 S	45,504 S	50,509 S	56,065 S	60,550	
12.50 S	48,328 S	53,644 S	59,545 S	64,308	
13.50 S	50,948 S	56,552 S	62,772 S	67,794	
14.50 S	52,811 S	58,620 S	65,068 S	70,273	
15.50 S	54,366 S	60,346 S	66,984 S	72,342	
16.50 S	56,338 S	62,535 S	69,414 S	74,967	
17.00 S	57,496 S	63,822 S	70,842 S	76,509	

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Appendix D

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Salary Schedule

Fall 98						
Percent Increase						
Step	MA		MA+30		MA+60	PH.D.
1.00	\$	28,073	\$	31,161	\$	37,355
1.50	\$	28,424	\$	31,550	\$	37,822
2.50	\$	29,845	\$	33,128	\$	39,714
3.50	\$	31,337	\$	34,784	\$	41,700
4.50	\$	32,904	\$	36,523	\$	43,784
5.50	\$	34,549	\$	38,350	\$	45,973
6.50	\$	36,277	\$	40,257	\$	48,272
7.50	\$	38,090	\$	42,281	\$	50,686
8.50	\$	39,995	\$	44,395	\$	53,221
9.50	\$	41,995	\$	46,614	\$	55,882
10.50	\$	44,149	\$	49,006	\$	58,748
11.50	\$	46,635	\$	51,765	\$	62,055
12.50	\$	49,482	\$	54,924	\$	65,843
13.50	\$	52,402	\$	58,167	\$	69,730
14.50	\$	54,537	\$	60,536	\$	72,570
15.50	\$	56,118	\$	62,290	\$	74,673
16.50	\$	57,989	\$	64,368	\$	77,164
17.00	\$	59,796	\$	66,375	\$	79,569

Spring 1999						
Half Step						
Step	MA		MA+30		MA+60	PH.D.
1	\$	28,073	\$	31,161	\$	37,355
2	\$	29,135	\$	32,339	\$	38,768
3	\$	30,591	\$	33,956	\$	40,707
4	\$	32,120	\$	35,654	\$	42,742
5	\$	33,726	\$	37,437	\$	44,879
6	\$	35,413	\$	39,309	\$	47,122
7	\$	37,184	\$	41,274	\$	49,479
8	\$	39,043	\$	43,338	\$	51,953
9	\$	40,995	\$	45,504	\$	54,551
10	\$	43,072	\$	47,810	\$	57,315
11	\$	45,392	\$	50,385	\$	60,402
12	\$	48,058	\$	53,345	\$	63,949
13	\$	50,942	\$	56,546	\$	67,787
14	\$	53,470	\$	59,351	\$	71,150
15	\$	55,327	\$	61,413	\$	73,622
16	\$	57,053	\$	63,329	\$	75,918
17	\$	59,796	\$	66,375	\$	79,569

Fall 99					
Percent Increase					
Step	MA	MA+30	MA+60	PH.D.	
1.00	\$ 29,196	\$ 32,407	\$ 35,972	\$ 38,849	
2.00	\$ 29,930	\$ 33,222	\$ 36,877	\$ 39,827	
3.00	\$ 31,427	\$ 34,883	\$ 38,721	\$ 41,818	
4.00	\$ 32,998	\$ 36,628	\$ 40,657	\$ 43,910	
5.00	\$ 34,648	\$ 38,459	\$ 42,690	\$ 46,105	
6.00	\$ 36,380	\$ 40,383	\$ 44,824	\$ 48,410	
7.00	\$ 38,199	\$ 42,402	\$ 47,065	\$ 50,830	
8.00	\$ 40,109	\$ 44,521	\$ 49,419	\$ 53,372	
9.00	\$ 42,115	\$ 46,748	\$ 51,890	\$ 56,041	
10.00	\$ 44,235	\$ 49,100	\$ 54,502	\$ 58,862	
11.00	\$ 46,561	\$ 51,683	\$ 57,368	\$ 61,958	
12.00	\$ 49,240	\$ 54,657	\$ 60,669	\$ 65,522	
13.00	\$ 52,220	\$ 57,964	\$ 64,341	\$ 69,487	
14.00	\$ 55,054	\$ 61,109	\$ 67,831	\$ 73,258	
15.00	\$ 57,130	\$ 63,414	\$ 70,389	\$ 76,020	
16.00	\$ 58,849	\$ 65,322	\$ 72,507	\$ 78,308	
17.00	\$ 61,953	\$ 68,845	\$ 76,429	\$ 82,474	

Spring 2000					
Half Step					
Step	MA	MA+30	MA+60	PH.D.	
1.00	\$ 29,196	\$ 32,407	\$ 35,972	\$ 38,849	
1.50	\$ 29,563	\$ 32,815	\$ 36,425	\$ 39,338	
2.50	\$ 30,679	\$ 34,053	\$ 37,799	\$ 40,823	
3.50	\$ 32,212	\$ 35,756	\$ 39,689	\$ 42,864	
4.50	\$ 33,823	\$ 37,544	\$ 41,674	\$ 45,007	
5.50	\$ 35,514	\$ 39,421	\$ 43,757	\$ 47,257	
6.50	\$ 37,290	\$ 41,392	\$ 45,945	\$ 49,620	
7.50	\$ 39,154	\$ 43,462	\$ 48,242	\$ 52,101	
8.50	\$ 41,112	\$ 45,635	\$ 50,654	\$ 54,707	
9.50	\$ 43,175	\$ 47,924	\$ 53,196	\$ 57,452	
10.50	\$ 45,398	\$ 50,392	\$ 55,935	\$ 60,410	
11.50	\$ 47,901	\$ 53,170	\$ 59,019	\$ 63,740	
12.50	\$ 50,730	\$ 56,311	\$ 62,505	\$ 67,505	
13.50	\$ 53,637	\$ 59,537	\$ 66,086	\$ 71,373	
14.50	\$ 56,092	\$ 62,261	\$ 69,110	\$ 74,639	
15.50	\$ 57,989	\$ 64,368	\$ 71,448	\$ 77,164	
16.50	\$ 60,401	\$ 67,084	\$ 74,468	\$ 80,391	
17.00	\$ 61,953	\$ 68,845	\$ 76,429	\$ 82,474	

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TRITON COLLEGE

SEARCH PROCEDURE CHECKLIST

for

FACULTY

POSITIONS

Appendix-E

TRITON COLLEGE

I. AFFIRMATIVE ACTION SEARCH PROCEDURES

Triton College is committed to the philosophy that no person, (student or employees) will be discriminated against in programs, activities, and/or employment on the grounds of race, color, religion, sex age, national origin, ancestry, disabled or veteran status. The College has an obligation to recruit, hire, and develop the best people basing employment judgments solely on job-related qualifications. Not only does adopting and implementing such a philosophy reaches beyond legal prescription, but more importantly demonstrates what is morally right.

In order to ensure progress toward achieving equal employment opportunities, each employee at Triton College must realize that there must be positive steps taken to remove any conditions that may cause discrimination and or inequality. It is crucial that the College's Affirmative Action Program establish procedures that will eliminate any possibility for discriminatory barriers and that potential victims of discrimination are afforded every opportunity to compete for jobs. Minority people and women have valuable talents. Therefore their talents should be identified, sought, and fully utilized.

In order to comply with applicable laws, the following procedures have been developed to assist those responsible for employment recommendations of persons for full-time and regular part-time administrative and professional positions, as well as full-time faculty.

II. SEARCH/SCREENING COMMITTEES

A search/screening committee will be utilized for all full-time administrative, professional and faculty positions. Special efforts should be made to insure that representatives of the committee include members of the protected classes, particularly women and people of color. The names, gender, and racial makeup of any search/screening committee should be submitted to the Affirmative Action Officer. See section II of the Affirmative Action Applicant Data Form.

The purpose for the committee is to assist and advise in the screening and selection of candidates. However, the selection ultimately remains the responsibility of the administrator to whom the selected individual will report. The Affirmative Action/Human Resources Office will be available to provide assistance and explain these procedures at the onset of the screening process, and has the option to participate as an ex officio member or a screening committee member for any position to be filled at the College.

III. EVALUATION AND SELECTION OF CANDIDATES

The search/screening committee must develop evaluation procedures that guarantee equal opportunity throughout the selection process. Evaluation procedures should include a ranking system for all candidates, based upon objective judgements of the applicant's professional qualifications for the position specified in the vacancy announcement.

Experience is often used as a prerequisite or ability standard to evaluate job applicants. However, employers should decide whether a potential employee has the requisite ability and/or experience to perform a particular job. Experience can become a source of discrimination against women and people of color, where, because of past exclusions from many jobs, these individuals lack the necessary experience to compete with non minorities. The experience requirement used must be critical to job performance in order to be valid.

After review of the applications, briefly analyze the credentials and qualifications of those applicants you plan to interview, detailing the reasons these applicants were chosen for interviews over the others. (Complete section III of the Affirmative Action Applicant Data Form prior to conducting interviews and forward to the Affirmative Action/Human Resources Office. The Affirmative Action/Human Resources Office will examine all applicants credentials and may request an interview be arranged with the top protected class applicant with comparable credentials.

After you have completed all interviews, list names in ranking order on the **Candidates Ranking Form (Section IV)**, along with a letter recommending the successful applicant for the position to Emmer Adams. The Affirmative Action Compliance Status Form must be completed by the Affirmative Action/Human Resources Office before a recommendation is submitted to the Board of Trustees for approval.

IV. PRE-EMPLOYMENT DISCRIMINATION

The following interview inquiries taken from the Pre-employment Inquiry Guide, College and University Personnel Association may be helpful during the selection process. While it is not specifically listed below, inquiries designed to elicit information concerning a person's race, color, ancestry, age, sex, religion, disability or arrest and court record should be avoided unless it is a bona fide occupational qualification.

SEARCH PROCEDURE CHECKLIST

(DATE COMPLETED)

1. After search/screening committee has been formed, determine evaluation/selection criteria to be used for all applicants received from the Human Resources Department, and develop a uniform method for rating each candidate. _____
2. After applicant information is received from the Human Resources Department, review and evaluate applicants meeting the minimum qualifications of the job description and forward those names to the Human Resource Office. In order to expedite this process the Human Resource Office will then send applications to these applicants. (Complete Section III of Part 1 of the **AFFIRMATIVE ACTION APPLICANT DATA FORM**). _____
3. The Affirmative Action Applicant Data Form should be completed prior to conducting interviews. Complete section V for each applicant that you plan to interview. Attach this form to all rating criteria utilized by the Search Committee and return to the Affirmative Action Officer. _____
4. The Affirmative Action Officer will review Applicant Data Form to determine whether the Search Committee complied with Triton College's Affirmative Action Program. The Affirmative Action Officer will sign off on the Affirmative Action Compliance Status forms and return a copy to the Chair of the Search Committee, the President, and appropriate executive officers and/or administrator. _____
5. Conduct interview. _____
6. Before the finalists are recommended to the appropriate administrator, make sure that you are in receipt of the Affirmative Action Compliance Status Form. _____

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PART I

AFFIRMATIVE ACTION APPLICANT DATA FORM

- I. Position Title _____
- Applicant Deadline Date _____
- Salary Range _____
- Describe Education and Experience Requirements (include desirable qualifications)
- _____
- _____

- II. Search/Screening Committee Composition
(should include women/and or minorities)

<u>Name</u>	<u>Sex</u>	<u>Ethnic Class *</u>	<u>Title</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

If no committee is involved, who is responsible for filling the position?

- III. Briefly analyze the credentials and qualifications of those applicants you plan to interview, detailing the reasons these applicants were chosen for interviews over the others.

CANDIDATES RANKING FORM

IV. Please list the names, in ranking order, of all candidates that you have interviewed.

[illegible]

* **AAS**-Associate in Arts and Science; **AAP**-Associate in Applied Science;
Cert-Certificate; **B**-Bachelors; **M**-Masters; **ABD**-All But Dissertation;
D-Doctorate; **O**-Other (please specify)

* **BL**-Black; **WH**-White; **HIS**-Hispanic; **AS**-Asian and Pacific Islander;
AI-American Indian

Signature of Search Committee Chairperson

Date _____

AFFIRMATIVE ACTION COMPLIANCE STATUS FORM

(to be completed by the Affirmative Action, Equal Opportunity and Human Resources Assistant)

The screening and selection procedures for the position of:

have been reviewed and found to be in compliance with Triton College's Affirmative Action Program.

The screening and selection procedures for the position of:

have been reviewed. The documentation indicates that the selection process was inadequate. Therefore, in compliance with College policy, the following actions to ensure "good faith efforts" must occur before a decision can be made regarding hiring for this position.

Additional action(s) required:

*Signature of the
Associate Vice President of Affirmative Action and Human Resources*

Date

cc *Associate Vice President of Affirmative Action and Human Resources
Appropriate Executive Officers and/or Administrators*

PRE-EMPLOYMENT DISCRIMINATION

The law forbids pre-employment discrimination on the basis of race, color, sex, marital status, creed, national origin, disability, and age (18-70). Employers, employment agencies, and labor unions are restricted in the type of information which may be asked on the pre-employment application or interview before selection of an employee or apprentice. Applicants may also encounter outmoded and discriminatory job titles which allude to sex preference of prospective employees. (For example: "Bellboy," as opposed to "Bellhop," or "Fireman" instead of the preferred "Fireperson" or "Firefighter").

The following are examples of the types of direct or indirect inquiries which have been ruled **LAWFUL** or **UNLAWFUL**:

SUBJECT	LAWFUL	UNLAWFUL
Religion or Creed	It is lawful to consider the applicant's religion if the employer is a religious organization or religious affiliated school.	Inquiry into applicant's religious denomination, religious affiliations, church pansh, pastor, or religious holidays observed. Applicant may not be told, "This is a Catholic, Jewish, or Protestant organization."
National Origin		Inquiry into applicant's lineage, ancestry national origin, descent, parentage, or nationality. Inquiry into applicant's parents or spouse. "What is your mother tongue?"
SEX		Inquiry as to sex. "Do you wish to be addressed as Miss, Mrs. or Ms.?"
Marital Status		Are you married? Single? Divorced? Separated? Name or other information about spouse. "Where does your spouse work?" "What are the ages of your children, if any?"
Birth Control		Inquiry as to capacity to reproduce, advocacy of any form of birth control or family planning
Age	"Are you between 18 and 70 years of age? If not, state your age"	How old are you? What is the date of your birth?

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Disability	Do you have any impairments, physical, mental, or medical, which would interfere with your ability to perform the job for which you have applied? If there are any positions or types of positions for which you should not be considered, or job duties you can't perform because of a physical, mental, or medical disability, please describe.	Do you have a disability? Have you ever been treated for any of the diseases?—
Arrest Record	Have you ever been convicted of a crime? An applicant may not be denied employment because of a conviction record unless there is a direct relationship between the offense and the job, or unless hiring would be an unreasonable risk. An ex-offender denied employment is entitled to a statement of the reasons for such a denial.	Have your ever been arrested?
Name	Have you ever worked for this company under a different name? Is there any additional information relative to change of name, use of an assumed name or nickname necessary to enable a check on your work record? Explain.	Original name of an applicant whose name has been changed by court order or otherwise. Maiden name of a married women. If you have ever worked under another name, state name and dates.
Address Duration of Residence	Applicant's place of residence. How long a resident of this city or state?	
Birthplace		Birthplace of applicant. Birthplace of applicant's parents, spouse, or other close relative.
Photograph		Requirement or option that applicant affix a photograph to employment form at any time before hiring.
Expenence	Inquiry into work expenence	
Education	Inquiry into applicant's academic, vocational, or professional education and public and private schools attended.	
Residences	Are you a permanent resident of the Unites States? If you are not a permanent resident, have you the legal nght to work and remain permanently in the United States? Requirement that applicant state whether he or she has ever been interned or arrested as an enemy alien.	Of what country do you have permanent residency? Whether an applicant is naturalized or a native born resident, the date when the applicant acquired permanent residency. Requirement that applicant produce naturalization papers or first papers. Whether applicant's parents or spouse are permanent residents of the United States—the date when such parents or spouse acquired permanent residency.

Language	Inquiry into languages applicant speaks and writes fluently if job duties require such skills.	What is your native language? Inquiry into how applicant acquired ability to read, write or speak a foreign language.
Military	Inquiry into applicant's military experience in the Armed Forces of the United States or in a State Militia.	Inquiry into applicants's general military experience. Type of military discharge.
Experience	Inquiry into work experience.	How long applicant plans to work.
Relatives	Name of applicant's relatives, other than a spouse, already employed by this company.	Names, addresses, ages, number or other information concerning applicant spouse, children, or other relatives <u>not</u> employed by the company.
Past Work	May state attendance policy.	Past on-the-job injuries, past illness, absenteeism record. Whether has ever filed worker's compensation claim or received award.

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